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ABSTRACT

This report by the American Association of Community Colleges summarizes the results of a nationwide year-long study on foreign language education. Programs, called Improving Foreign Language Education projects at Community Colleges, were implemented at a total of 36 American colleges to enact proposed changes in curriculum and foreign language instruction. Specifically, the projects were designed to respond to the recommendations produced by a 1992 roundtable of foreign language educators. The impetus for the roundtable and ensuing projects was the conviction that in today's multicultural society, foreign language acquisition is no longer an "extra," but is essential to mutual understanding and cooperation. With the intention of creating a broader, stronger and more cohesive content and approach than currently exists, 14 policy points were suggested, some of which included: proficiency-based education; the use of technology; faculty development; instruction across-the-curriculum; and instruction for native speakers. The programs developed at 20 community colleges are described in this report. Information provided includes the background of the institution, the plan and approach developed for the program, and the results achieved. Contact information is also provided. The authors of the study found that the positive outcome of the projects indicates a strong possibility of future success in foreign language instruction. (VF)

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AACC SPECIAL REPORTS NO. 7

ADVANCING FOREIGN LANGUAGE EDUCATION

AT COMMUNITY COLLEGES

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Advancing Foreign Language Education at Community Colleges

Edited by
Diane U. Eisenberg
Nadya Labib
James R. Mahoney

This AACC publication was prepared with funding from the National Endowment for the Humanities

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Part I

FOREWORD

DAVID R. PIERCE

To participate fully in the life of our communities, we must understand not only our own language and culture but also the languages and cultures of other groups in our communities. To enrich our lives, to avoid conflict, to ensure a world class workforce, and to participate in economic markets in other countries, it is imperative that Americans learn other languages and understand the cultures in which they are used.

Foreign language instruction in our colleges can no longer be viewed as an "extra" course, a course of study for the special few. It is a practical necessity for all our students—to hold our communities together, to enhance our economy, and to ensure that all our citizens can access all services available to native-born Americans.

The AACC *Improving Foreign Language Education* projects described in this special report are an effort to advance the quality and extent of foreign language education at community colleges across the nation. It describes the problems encountered by foreign language departments in twenty-one of the demonstration colleges, their planned solutions to the problems, and the results of their work over the year-long effort. The brief case studies demonstrate the unusual success of the colleges' activities and hint at the growth these programs will experience in the future.

We are especially thankful to the National Endowment for the Humanities and Judith Jeffrey Howard, program officer in the endowment's Division of Education Programs, for providing AACC the resources to embark on this important activity, and for the commitment of time and energy expended on the project by the Community College Humanities Association.

David R. Pierce is president and chief executive officer of the American Association of Community Colleges.

Part II

PREFACE

JUDITH JEFFREY HOWARD

AACC has provided impressive leadership in giving recognition and direction to the vital role of foreign language education in two-year colleges through its foreign language projects. Community college language programs are located at a critical articulation point between secondary and more advanced language courses forming the keystones in bridges linking the community to the college, and various segments of the curriculum to each other.

It has been a delight for me to be involved in AACC's exciting work and to see the progress that many programs across the country have made. The most telling comment that I have on this series of projects come from my experience at the follow-up conference held in October 1994, where representatives of the twenty-one Year Two teams reported on their progress. As individuals described their achievements and reported on continuing challenges, their colleagues provided a wealth of advice on a wide range of topics. The reports engendered a lively workshop where everyone had valuable comments to share. This project began with several prominent scholars, nine experienced mentors, and twenty-one college teams and concluded with a room full of consultants engaged as a community of learners and teachers.

This model of effective collaboration will surely lead to curricula that are both broader in range and more cohesive in content and approach than existing programs. But I believe that the effects of this project may extend beyond the foreign language curriculum. Such combined efforts of faculty and administrators are a force that can transform institutions. Collaborative intellectual effort to solve problems is an exercise that unites occupational and transfer curricula on campus and links campus concerns with those of the community at large. As usual, community colleges have a central role to play.

Judith Jeffrey Howard is a program officer in the Division of Education Programs at the National Endowment for the Humanities.

Part III

INTRODUCTION

DIANE U. EISENBERG, JAMES R. MAHONEY
AND DAVID A. BERRY

In February 1992, with support from the National Endowment for the Humanities (NEH) and in collaboration with the Community College Humanities Association (CCHA), the American Association of Community Colleges (AACC) convened a roundtable of national foreign language educators to address key issues that surround foreign language education at community colleges. The roundtable produced the AACC Foreign Language Education Policy Statement, approved by the AACC Board of Directors, that contains fourteen policy recommendations for broad scale improvements in foreign language education programs at community colleges. (A copy of the policy statement is included in the appendices to this monograph.)

In recognition of the important role of community colleges in the teaching and learning of foreign languages and to assist colleges in implementing the recommendations, NEH awarded two follow-up grants to AACC, the first in 1992 and the second in 1993. The intent of these *Improving Foreign Language Education at Community Colleges* projects was to give special attention to the following target areas:

- proficiency-based foreign language education
- foreign language education for technical and occupational programs
- technology uses in foreign language education
- articulation, testing, and placement issues in foreign language education
- foreign language instruction for native speakers
- foreign language instruction across-the-curriculum
- faculty development programs for foreign language faculty
- lesser-taught language offerings at community colleges

The purposes of the *Improving Foreign Language Education at Community Colleges* projects were to:

- conduct a comprehensive set of activities and services to improve and strengthen the teaching and learning of foreign languages at the nation's community colleges;
- reinforce the importance of developing foreign language education programs that encompass both language proficiency and cultural understanding;
- provide foreign language faculty and administrators with intensive, sustained access to exemplary foreign language educators, their approaches, and their programs;
- assist community college foreign language faculty and administrators to translate recommendations within the AACC Foreign Language Education Policy Statement into effective foreign language education programs; and
- engender, through the project's publications, a national climate in which foreign language education will thrive at community colleges.

Using a competitive application process, AACC selected a total of thirty-six colleges to implement a variety of the recommendations on their campuses. Reports on the accomplishments of the first group of fifteen colleges were presented in *Improving Foreign Language Education at Community Colleges*, published by AACC in 1994. This monograph reports on the activities and results of the second group of twenty-one colleges.

Project Design

The *Improving Foreign Language Education at Community Colleges* projects were specially designed to ensure the greatest opportunity for success. They provided a combination of resources for the selected colleges to strengthen and enhance their foreign language programs, and they documented their innovations and progress to share with their counterparts nationwide. The principal features of the projects' design included:

- creation of a three-member college team that included one administrator responsible for the foreign language program at the college, the chair of the foreign language department and a foreign language faculty member;
- preparation of an initial action plan to address identified college needs;
- assignment of a pool of mentors—master teachers in foreign language instruction—to work one-on-one with their teams at a national conference, provide on-site assistance to the colleges, and be available for advice and counsel throughout the project year;
- organization of two national conferences, the first, early in each project year—to build relationships between the teams and their mentors, to

sharpen their action plans, to establish networking among the teams, and to expose those in attendance to presentations by exemplary foreign language scholars and practitioners; and the second, near the end of each project year provided participants opportunities to report their progress and set plans for further refinements to their programs and develop avenues for continued networking;

Project team members share their experiences and plans for continued foreign language program improvements at the National Foreign Language Education Conference II in New Orleans.

- production of a quarterly newsletter, *Improving Foreign Language Education News*, designed to share the evolving accomplishments of the participating colleges with each other and two-year college foreign language educators across the country;
- day-to-day liaison with participating colleges to provide assistance and track college activities, successes, and challenges regarding the implementation of their college action plans; and
- publication of this monograph, *Advancing Foreign Language Education at Community Colleges* and its predecessor *Improving Foreign Language Education at Community Colleges*, as resources to encourage other colleges to replicate these foreign language education program improvements.

The Mentors

The principal effect of these projects was the release of a rich array of support resources and information that proved to be invaluable to participating colleges. The most valuable of these resources was the mentor feature.

The mentors played a central role in the successful achievement of the goals of the participating colleges. They served three broad functions: 1) they played an advocacy role for foreign languages at each college by validating for the college community the importance and quality of the college's foreign language programs and plans; 2) they were ready resources for guidance, advice, support, ideas, suggestions, and reactions, as the college teams implemented their action plans; and, 3) they were conduits that connected the participating colleges with other foreign language practitioners and scholars around the country.

Specifically, college teams reported that their mentors:

- helped them refine their overall action plan for improvement by helping them focus on achievable goals;
- gave weight and credibility on campus to the team's efforts to improve foreign language education at the college;
- heightened visibility on campus regarding the value of foreign language instruction to the general work of the college, and advocated for a more significant presence for foreign language education through meetings with the president, other senior administrators, the board, and many other important groups within the college;
- helped identify and optimize use of existing resources;
- held workshops on a variety of issues for high school and college foreign language teachers and administrators during their site visits, including the importance of foreign languages in the curriculum, placement testing, media use in instruction, and using proficiency methods to teach foreign languages;
- served as a sounding board for the teams and other college personnel involved in foreign language teaching;
- gave expert critiques of materials generated by the college teams; and
- nurtured the development of a resource network among the participating teams, the mentors, CCHA and AACC office staff, and other foreign language scholars and practitioners.

The following persons served as mentors for the *Improving Foreign Language Education at Community Colleges* projects:

Fé Pittman Brittain, Chair, Foreign Language Department
Pima Community College, East Campus, Arizona

Jane Harper, Chair, Humanities Division
Tarrant County Junior College, Texas

David Herren, Special Assistant to the Vice President for Languages
Middlebury College, Vermont

Bette G. Hirsch, Chair, Foreign Language
and Communications Department
Cabrillo College, California

Madeleine Lively, Chair, Department of Foreign Languages
Tarrant County Junior College, Texas

Daniel E. Rivas, Dean, Liberal Arts
Saddleback College, California

Carmen Salazar, Professor of Spanish
Los Angeles Valley College, California

Sam L. Slick, Chair, Department of Foreign Languages and Literatures
University of Southern Mississippi, Mississippi

John Underwood, Associate Professor, Spanish/Linguistics
Western Washington University, Washington

Laura Walker, Director, International Language Center
Tulsa Junior College, Oklahoma

The Teams

A second vital component of the projects was the team approach and especially the specific composition of each team. Key to this component was the inclusion of an administrator as an active member of the college team. The positions of these individuals varied, but generally, the administrator held one of two titles: director of the humanities division in which the foreign language program was housed, or dean/vice president of instruction. The involvement of administrators helped ensure that improvement efforts would be taken seriously on campus and that support for change would, at a minimum, get a fair hearing at the college. Their involvement took the project out of the realm of "just a faculty exercise" and positioned it as an important activity for the entire college. The administrators were often able to involve administrators from other departments in project activities, thus sharing ownership for the program and strengthening opportunities for achieving the changes sought by the college's plan.

Focus of Efforts

The program improvement activities undertaken by each college as part of their action plans responded to all of the recommendations identified in the AACC

Foreign Language Education Policy Statement. These included:

- elevating the status of foreign language and cultural programs within the college;
- stimulating enrollments in second year foreign language programs;
- articulating foreign language programs with area secondary schools and four-year colleges and universities;
- building effective placement tests;
- expanding the number of full-time faculty in the programs;
- establishing faculty development programs for both full-time and part-time faculty;
- increasing the effective use of technology in instruction;
- emphasizing communicative and proficiency-based instruction;
- building a language center;
- linking foreign language instruction more closely to the humanities program, with emphasis on increasing understanding of other cultures;
- creating special-purpose foreign language courses and embedding foreign language across the curriculum, particularly in existing non-foreign language courses; i.e., occupational/technical curricula;
- designing Spanish courses for native speakers;
- identifying and using community native speakers in language programs;
- creating a materials acquisition center; and
- promoting the importance of acquiring a second language.

The strategies to accomplish these activities, the results of the college teams to date, and the challenges they envision for the future are captured in the case studies that follow. What emerges from these studies is undaunted enthusiasm and commitment of the foreign language faculty and their administrators who participated in the program. Their optimism about the results of their work suggests that the effects of this program are likely to carry strongly into the future.

Diane U. Eisenberg and James R. Mahoney are co-directors of Improving Foreign Language Education at Community Colleges, *a project of the American Association of Community Colleges. David A. Berry is executive director of the Community College Humanities Association.*

Part IV

Improving Foreign Language Education at Twenty-One Community Colleges

- Broward Community College, Pembroke Pines, Florida
- Chemeketa Community College, Salem, Oregon
- Cochise College, Douglas, Arizona
- County College of Morris, Randolph, New Jersey
- Daytona Beach Community College, Daytona Beach, Florida
- Florida Community College at Jacksonville, Jacksonville, Florida
- Fort Scott Community College, Fort Scott, Kansas
- Holyoke Community College, Holyoke, Massachusetts
- Kauai and Maui Community Colleges, Lihue and Kahului, Hawaii
- Kingsborough Community College, Manhattan Beach, New York
- Kirkwood Community College, Cedar Rapids, Iowa
- Long Beach City College, Long Beach, California
- Madison Area Technical College, Madison, Wisconsin
- Mississippi Gulf Coast Community College, Perkinston, Mississippi
- Riverside Community College, Riverside, California
- San Antonio College, San Antonio, Texas
- San Diego Mesa College, San Diego, California
- Southwestern College, Chula Vista, California
- Tacoma Community College, Tacoma, Washington
- Wilbur Wright College, Chicago, Illinois

BROWARD COMMUNITY COLLEGE
FORT LAUDERDALE, FL
Developing a Spanish for Spanish Speakers Course

Background

Established in 1960, Broward Community College now enrolls nearly 25,000 credit students at its three campuses. Basic foreign language courses help students attain survival level proficiency and gain insight into the culture, while advanced courses offer an introduction to literary masters and the culture of each country. Study abroad programs are available in a number of countries.

Plan

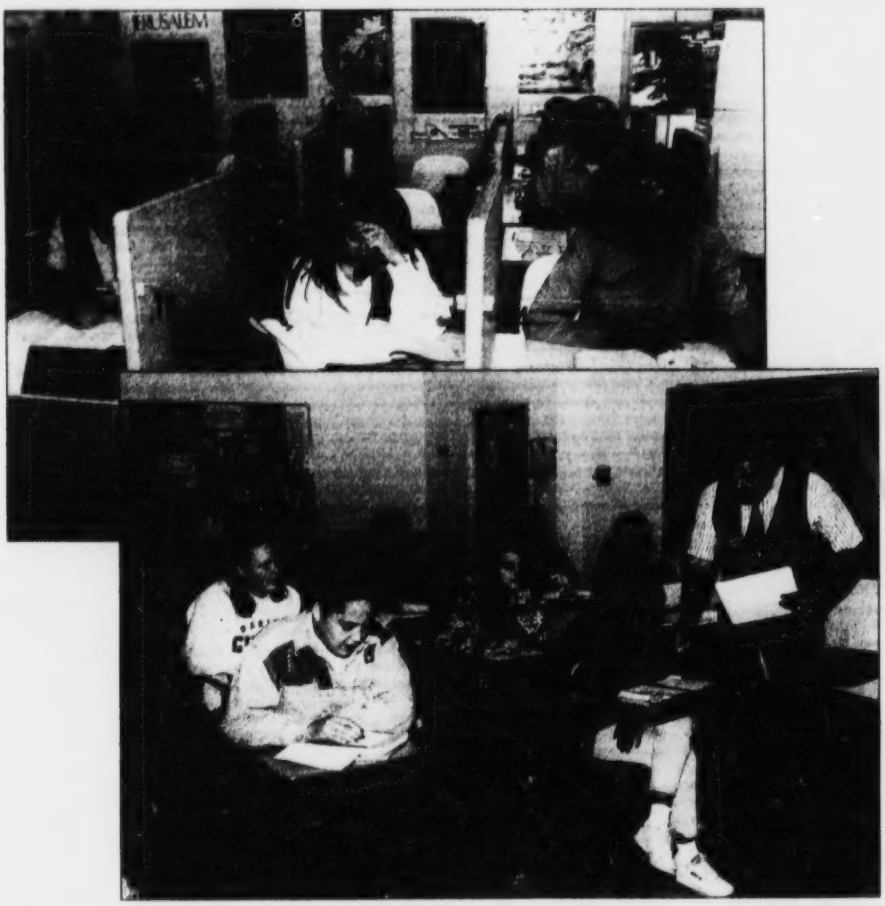
Broward Community College team members Mimi Markus, Yanick Daniel and Dora Romero focused their efforts on meeting the needs of the growing bilingual Hispanic population by developing a Spanish course for Spanish speakers. The current Spanish curriculum was designed for English-speaking students and was inappropriate for Hispanic students who already spoke and understood the language at a higher level than their English-speaking counterparts. The language faculty wanted to design new courses to help native Spanish speakers further develop their existing proficiency in Spanish, as well as foster the value of maintaining their native language and promote their distinctive cultural heritage.

Approach

In order to develop the new *Spanish for Spanish Speakers* course, the college team's action plan for the AACC *Improving Foreign Language Education* project included the following tasks: writing the curriculum; selecting appropriate course materials; working out a process to identify, assess and place students; and providing faculty development activities.

The college administration was highly supportive of the team's objectives and, despite reductions in funding from the Florida legislature, approved the addition of the new course to the fall schedule. It also provided funding for one team member to attend the *Teaching Spanish to Native Speakers in the U.S.* conference at the University of California at Davis. The team conducted extensive research on existing programs at community colleges and universities which assisted them in the development of their curriculum. The language department assembled a special team to develop and write the new course syllabus and materials and to select a textbook.

Mentor Fé Brittain's site visit in April 1994 gave the Broward Community College team the opportunity to share their activities with interested faculty and administrators. At a luncheon held during her visit, Brittain addressed the group, placing the college's foreign language improvement activities in the context of national foreign



Top: *Students using language laboratory facility to develop fluency.* ***Bottom:*** *Students in Broward Community Colleges's first* Spanish for Native Speakers *class engage in lively dialogue with professor Adrian Mesa.*

language priorities. The foreign language faculty then met alone with Brittain for an extensive discussion about recruitment, placement, testing, curriculum development, and articulation.

Results

Broward Community College has moved forward in Spanish language curriculum development to meet the linguistic diversity of its changing student body, as well as in its ongoing efforts to foster intercultural understanding. The college's original

plan to pilot the course in the fall semester of 1994 was changed to spring semester of 1995 due to low enrollment. The team's revised plan included a marketing campaign to recruit students for the course and the selection or development of appropriate placement tests. While there is further need for study and program development, the Broward Community College team has made an admirable start and will clearly continue working to build their *Spanish for Spanish Speakers* curriculum.

President: *Willis Holcombe*

Address: *72 Pines Boulevard*
Building 69, Room 210
Pembroke Pines, FL 33024

Team members: *Mimi Markus, Director of Curriculum for Communications*
Yanick Daniel, Communications Department Head
Dora Romero, Instructor of Spanish and French

Contact: *Mimi Markus*
305/963-8997

Mentor: *Fé Brittain*

CHEMEKETA COMMUNITY COLLEGE
SALEM, OR
Developing a French Study-Abroad Program to Learn the Wine Industry

Background

Formed in 1969, Chemeketa Community College currently enrolls close to 8,000 credit students. The college offers standard two-year transfer programs in French, German and Spanish, and a one-year transfer program in Japanese. Off-campus conversational classes in French, German, Spanish and Russian are also taught. In addition, the college contracts directly with public service agencies and private companies for language training programs. Chemeketa Community College is located in the agricultural Willamette Valley which produces a wide range of crops, including berries, filberts and wine grapes.

Plan

Over the past few years, a tremendous influx of Spanish-speaking migrant workers have found employment in the agricultural fields of the Willamette Valley. The influx has caused the Spanish department at Chemeketa Community College to more than double in size. As a result, the French and German departments have suffered. Acceptance into AACC's *Improving Foreign Language Education at Community Colleges* project gave the French department an opportunity to bolster enrollment through the development of an occupationally-targeted language program—in this case, the wine industry. The program consists of a reciprocal exchange program between Chemeketa Community College and the Institut Rural d'Education et d'Orientation and will take place during the months of September and October. Students will take classes and work in the local wine industry to acquire on-the-job-training.

Mentor Carmen Salazar conducted her site visit in September 1994 and helped the team to reach decisions on the program budget, curriculum development, program size, and the process for selecting participants.

Approach

Chemeketa Community College team members Bernard Knab, Christiane Morin and Susan McLaughlin enlisted the support and assistance of the Willamette Valley wine growing industry, the French Consulate in San Francisco and the French department at Willamette University. They contacted the Institut Rural d'Education et d'Orientation in the Burgundy region of France and arranged for the first

exchange. The first phase will take place in October 1995, with Chemeketa Community College hosting a group of students from France. The students are enrolled in an agricultural education program in France and will each have received more than 100 hours of English training. The French students will work in Willamette Valley vineyards for a month in exchange for room and board. The students will also receive twenty-four hours of instruction during the first three weeks of their stay. They will be instructed in four areas of winemaking: grape growing; grape harvesting; winemaking, bottling and labeling; and marketing. Their teacher will be an ESL instructor trained in the winemaking curriculum.

Results

Original plans called for a simultaneous exchange of students between countries; however, budget constraints caused the team to stagger the exchanges. The second phase of the project, when students from Chemeketa will go to France, will take place in the fall of 1996. The results of the program will not be clear until after the first phase of exchanges takes place; however, the excitement and anticipation of both the French and American students bodes well for success. The Chemeketa Community College team will be focusing on setting a date for the trip to France, securing host companies and families, and finding additional funds to finance the project.

President: *Gerard I. Berger*

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Team members: *Bernard Knab, Director of Humanities*
Christiane Morin, Instructor of French
Susan McLaughlin, Instructor of Spanish

Contact: *Bernard Knab*
503/399-2531

Mentor: *Carmen Salazar*

COCHISE COLLEGE
DOUGLAS, AZ
Establishing a Binational Center for Technical Language Training in English and Spanish

Background

Cochise College was established in 1962 in a community close to the Mexican border. The college currently enrolls approximately 5,000 credit students. The foreign language department offers four semesters of Spanish language instruction (good for transfer purposes), conversational Spanish, and an occasional Spanish literature course. ESL programs are also offered.

Plan

The challenge the Cochise College team set for itself for their role in the AACC *Improving Foreign Language Education* project was to create a Binational Center for Technical Language in cooperation with the local campus of its partner institution in Mexico, the Colegio Nacional de Educacion Tecnica Profesional. The Center will serve both the Mexican and American student populations and will be completely self-sustaining. The community's need for such a program is fueled by the North American Free Trade Agreement (NAFTA) that has opened the way for greater across-the-border opportunities.

Approach

One of the first steps taken by the Cochise College team was the establishment of a non-profit organization in Mexico to receive donations of equipment and scholarship money from local business and industry. A binational advisory council to assist in curriculum development was also formed. It proposed development of two four-semester sequences of courses in English and Spanish to teach language, technical vocabulary and culture. Research was conducted in Mexico to determine which businesses most needed English instruction. Team members Janet Martinez-Bernal, Guillermo Retana and David Pettes logged many hours in trips to Mexico to gather the information to help the English instructors modify curriculum accordingly. Similar research was conducted to determine the needs of the Spanish language track.

Mentor Laura Walker's site visit in September 1994 coincided with the Cochise College team's meeting with their college governing board and afforded her the

chance to speak to this group in support of the project. Dr. Walker's site visit also came at a time when she could advise the foreign language department on the use of a newly donated set of computers.

Cochise College president Walter S. Patton (center left) discusses international education with Manlio Fabio Beltrones, governor of the state of Sonora, Mexico (lower left).

Results

English in the Workplace was offered for the first time in August 1994, with seventy students enrolled in four levels. The class was held on the campus of Cochise College's partner in Mexico and catered to production engineers from plants which produce computer and automobile products. The enthusiasm of both the instructors and students has yielded good results. In the process, what was learned in implementation of the technical English course assisted in the development of *Spanish in the Workplace*, which was offered beginning in January 1995. Participation in *Improving Foreign Language Education at Community Colleges* has given the team tools and support to accomplish their goals.

President: *Walter S. Patton*

Address: *Highway 80*
Douglas, AZ 85603

Team members: *Janet Martinez-Bernal, Division Chair, Communications, Humanities, Fine Arts and Languages*
Guillermo Retana, Instructor of Spanish
David Pettes, Dean of Instruction

Contact: *Janet Martinez-Bernal*
602/364-7943 x258

Mentor: *Laura Walker*

COUNTY COLLEGE OF MORRIS
RANDOLPH, NJ
Improving Foreign Language Acquisition by Teaching for Proficiency

Background

County College of Morris was established in 1968 and currently serves 10,500 credit students. The foreign language department offers courses in Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Latin, Russian, and Spanish. In addition to standard levels of foreign language instruction, the college offers conversational Spanish as a vocational course for health personnel and businesses. French and Spanish are offered via telecourses.

Plan

John Ayettu Apwah, Stuart Siegelman and Cristina Lambert of the County College of Morris team made the commitment to change the foreign language department's pedagogical approach from traditional grammar instruction to teaching for proficiency. In order for this change to take place, the team included focuses on faculty development, acquisition of updated print, audio, and visual materials, and development of a new curriculum in its action plan.

Approach

The County College of Morris team engaged the entire foreign language and ESL faculty in their plan to modernize teaching methods and curriculum. The team members met with the foreign language department on several occasions to discuss the changes and involve the department in their activities. While the meetings served an organizational function, they also served faculty development needs. One meeting focused specifically on an explanation of proficiency-based education and was lead by mentor Jane Harper as part of her site visit activities. Together, the foreign language faculty developed proficiency-based syllabi, collected a bibliography and documentation on proficiency methods, communicated with the testing office about the changes underway, and gathered information on upgrading their computer software and hardware systems.

Results

The team's activities garnered strong support from the college administration. This support has lead to the creation of a new proficiency-oriented Spanish instructor

position and a grant to conduct research and curricular development. County College of Morris' participation in AACC's project has enabled it to embark on the long-range goal of shifting from traditional teaching methods to teaching for proficiency. Making these changes is an ongoing project. There is no mandate to impose proficiency teaching methods on all instructors. To date, the college has set up several pilot classrooms and is sharing its successes with every member of the foreign language department. The team anticipates that by viewing evidence of success the approach will be accepted by all instructors.

President: *Edward J. Yaw*

Address: *214 Center Grove Road*
Randolph, NJ 07869-2086

Team members: *John Ayettu Apwah, Chair, Languages and ESL Department*
Stuart Siegelman, Associate Professor of Spanish and ESL
Cristina Lambert, Professor of Foreign Languages

Contact: *Stuart Siegelman*
201/328-5419

Mentor: *Jane Harper*

DAYTONA BEACH COMMUNITY COLLEGE

DAYTONA BEACH, FL

Enhancing Foreign Language Instruction Through Computer Assisted Learning

Background

Daytona Beach Community College, established in 1958, enrolls approximately 9,000 credit students. The college offers seven languages: Arabic, Chinese, French, German, Italian, Russian, and Spanish. Two semesters of the same language are required for graduation with an associate degree, if the language requirement has not been met on the high school level.

Plan

While Daytona Beach Community College offers an ambitious language program, it has done so with inadequate laboratories and donated supplemental teaching aids. To address these problems, the team developed a plan to improve the out-dated language laboratory that included the purchase of computers, a videodisc player, and course material development software. The ultimate goal is to have a hypermedia laboratory which will not only be more exciting to students, but will also allow instructors to dedicate more class time to using the target language instead of to exercises that could be performed in the laboratory.

Approach

After extensive research and discussion with college administrators and other colleagues, the plan was launched with the purchase of computers for each of the three full-time foreign language faculty members. Faculty members immediately began to familiarize themselves with the equipment, the technical jargon, and the software. Mentor David Herren conducted his site visit in August immediately following the acquisition of the new computers which turned out to be excellent timing for his faculty presentations on current technologies and strategies for implementation in the foreign language classroom.

The first step to improving usage of technology in the classroom was necessarily on a small scale as faculty members worked to meet the new challenges of technology. Initially, team members Frank Wetta, Munir Sarkis and Suzanne Stewart-Rea planned to develop their own exercises on the new computers; however, the appropriate software was not available for the computers that were purchased.

Instead, the team will adapt by changing textbooks to ones for which software already been developed.

Results

Faculty members have learned to use the new Unisys computers purchased for their use. Remodelling of the laboratory space is underway and by Fall 1995 the lab will open its doors. Computers have been purchased for the laboratory and after careful research the faculty has begun ordering software. The laboratory computers will be equipped with CD-ROM drives, speakers, and microphones. The language laboratory will accommodate twenty-five students at one time. Although the team's original plans were significantly modified, the faculty continue to be enthusiastic about the changes taking place and look forward to the implementation of their new language laboratory.

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Mentor: *David Herren*

FLORIDA COMMUNITY COLLEGE AT JACKSONVILLE

JACKSONVILLE, FL

Teaching for Proficiency

Background

Florida Community College at Jacksonville was established in 1966. It currently enrolls nearly 20,000 credit students. Over the years, the foreign language department has evolved from a collection of courses into a flourishing and highly developed program. Standard transfer courses are offered in Arabic, Chinese, French, German, Greek, Hebrew, Italian, Japanese, Russian, and Spanish. Intensive ten-hour courses in German, Russian, and Chinese are also offered, as are conversational courses in any of the languages offered at the college. All language offerings are coordinated with a special humanities series. The combination of language and humanities is designed to enhance cultural understanding. The humanities component is taught in either English or the target language.

Plan

Florida Community College at Jacksonville's plan focused on the integration of proficiency goals within the foreign language curriculum. The steps taken to achieve this goal included revision of course outlines to reflect proficiency goals, selection of new text and lab materials, and sharing information about proficiency methods with adjunct faculty. Team members Earl Farris, Ileana Fernandez and Karen Jean Muñoz met with the entire foreign language faculty to discuss the plan. As a result of this discussion, the faculty agreed to expand from focusing solely on Spanish to including German and French, as well.

Approach

The college administration agreed to provide $5,000 in initial support for implementation of the action plan. The college also approved establishment of a foreign language coordinator position. The person hired to fill the position would work closely with the project team to implement its goals. A proficiency training workshop lead by Bette Hirsch, a nationally recognized leader in foreign language proficiency training and an AACC project mentor, was held in April 1994. Participants included secondary school, community college, and university language teachers. Curriculum committees for each language were created to focus efforts on the specifics of curriculum modification and the selection of new, more appropriate course materials.

Florida Community College at Jacksonville's mentor Jane Harper conducted her site visit in May 1994. During her visit, she met with foreign language professors to discuss the team's progress on their action plan. She served as a spokesperson for the foreign language department during an interview that aired on local public radio and via an interview with a reporter from the college's student magazine, *The Survival Guide*.

Results

The proficiency workshop was a great success. The wide range of educators present fostered a discussion of foreign language articulation issues with the commitment that these would be followed up at a later date. The curriculum committees have each been active. The Spanish committee selected a new proficiency-oriented text and held a training workshop conducted by one of the authors on the effective use of the text, tapes and other materials. The German committee contacted teachers across the country to investigate ways to develop the German curriculum. The French committee focused its efforts on articulation through a *dual enrollment program*, as a proficiency-oriented text was already in use. In the *dual enrollment program*, high school students receive college credit from Florida Community College at Jacksonville while enrolled in third or fourth year classes at their own schools. Marie Smith, the new coordinator of foreign languages, became a fourth member of the college team and assisted the faculty to organize and communicate effectively.

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FORT SCOTT COMMUNITY COLLEGE
FORT SCOTT, KS
Articulating Foreign Language Education Between Public Schools and the Community College

Background

Established in 1919, Fort Scott Community College currently serves approximately 1,800 credit students. The foreign language department is small; Spanish is the only course taught on a regular basis, although French and Latin are also offered. The college requires a minimum of ten hours of a foreign language for graduation with an associate of arts degree.

Plan

The Fort Scott Community College team centered its efforts on creating a collaborative program in Spanish with the Fort Scott public schools. The team's plan included conducting research on existing Spanish programs, determining the appropriate instruction and level of interaction for each school level (elementary, middle, and high school), developing curriculum, and piloting the foreign language enhancement program in the Fort Scott public school system. Long-range components of the project included developing foreign study abroad programs and both teacher and student exchange programs, and increasing enrollment. To ensure that work proceeded efficiently, Fort Scott Community College's team included a representative from the local unified school district in addition to three community college staff members.

Approach

Fort Scott Community College got its collaborative effort off to a strong start by sending all four team members to the AACC National Foreign Language Education Conference in Washington, DC. Thus, the team as a whole benefitted from the information imparted at the conference.

Team members Johnny Bennett, Rebecca Weddle, Jim Baber, and Richard Werling began by working with a member of the Spanish curriculum committee of Fort Scott High School to develop articulation agreements for the ten area high schools. They have begun writing an agreement for one high school that can be used as a model for developing the nine remaining agreements. Representatives from each level of education also meet once a month to compose, establish and evaluate competencies for each year of Spanish, K-14. Mentor Madeleine Lively was instrumental in

convincing the school board and the Fort Scott Community College board of trustees of the program's value.

At the middle school level, the Fort Scott team concentrated on incorporating Spanish in the eighth grade curriculum. The pilot program is underway at one Fort Scott middle school where a native Spanish speaker teaches one semester of Spanish to eighth graders. The teacher is emphasizing the use of authentic materials in the classroom.

Results

The unified school district was unable to secure funding to hire additional teachers, so an arrangement has been worked out through which the college and the school district exchange personnel in order to implement parts of the plan. For example, while an elementary school teacher is teaching a class at the college, a college instructor teaches Spanish in kindergarten, first and second grade classes. Each elementary school classroom in the pilot school has a minimum of one hour of Spanish instruction weekly.

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Holyoke Community College
Holyoke, MA

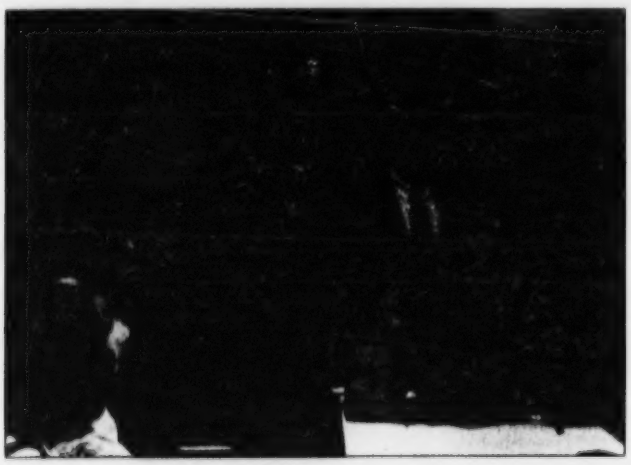
Adding Spanish Courses to Meet a Variety of Student Needs

Background

Founded in 1946, Holyoke Community College enrolls approximately 3,600 students in credit programs. The college offers an assortment of courses in Spanish, French, German, and Russian. The arts and science transfer program, the college's most popular curricula, requires students to complete a two-semester 200 level course in a foreign language.

Plan

The Holyoke Community College team recognized that students in the Spanish classes needed the curriculum to be better targeted to their needs. Many students came from the growing Latino population of the region and needed courses designed for Spanish speakers that expanded on their knowledge of Spanish. Other students intended to use their language skills in their increasingly multi-lingual workplaces, including Providence Hospital in Holyoke. Therefore, the Holyoke Community College action plan called for the development of two courses; one section of *Spanish for Native Speakers* and two sections of *Medical Spanish*.



Mentor David Herren presenting hypermedia to the foreign language faculty.

Approach

The development of the new courses involved several steps shared by team members Ann Barry, John Dupuis, and Toby Tamarkin: a careful analysis of goals and

methods resulting in course outlines, a thorough review of available textbooks, writing of some original course materials, and gaining insight from those who have had experience in offering similar courses. The research conducted for *Medical Spanish I and II* included meeting with directors of the nursing and radiological technology program and with the director of bilingual-bicultural services at a local hospital. The ESL support services office is supportive of the *Spanish for Native Speakers* course and worked closely with the team to attract students. David Herren, Holyoke Community College's assigned mentor, made his site visit in April 1994. A good portion of his visit was spent conducting a hands-on training session on computer authoring materials, which assists faculty members to prepare classroom exercises. Herren also discussed the foreign language department's needs with key academic computing personnel and made a presentation on technology in the classroom to faculty and staff.

Results

The course proposal for *Spanish for Native Speakers* passed through the various college committees and was offered for the first time in Fall 1994. Twenty students enrolled in the course, encouraging the foreign language department to offer the course again in the spring. The course proposal for *Medical Spanish I and II* went through the approval process in Fall 1994 and will be offered during the 1995-96 academic year. The nursing department recently purchased interactive computer programs, which the foreign language department hopes to incorporate in its classes.

A second component of the Holyoke Community College plan focused on the use of hypermedia materials in the classroom. Unfortunately, technical problems halted progress in this area. While the team has encountered difficulty in utilizing available technology, they continue to experiment with the equipment they have and hope to incorporate hypermedia in the classroom in the near future.

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KAUAI AND MAUI COMMUNITY COLLEGES

KAUAI AND KAHULUI, HI

Strengthening the Language Program via Technology

Background

Established in 1965 as part of the University of Hawaii Community College System, Kauai and Maui Community Colleges serve approximately 1,500 and 2,000 credit students, respectively. Kauai Community College offers French, Hawaiian, and Japanese and Maui Community College offers the same set of languages, plus Spanish. The University of Hawaii requires second-year proficiency in a foreign language for the bachelor's degree; therefore, the community colleges in the system highly recommend that two years of foreign language be taken by students seeking an associate degree.

Plan

Kauai and Maui Community Colleges chose to work jointly to strengthen their foreign language programs, with special emphasis on the Hawaiian language program. They stress the use of technology in the classroom. Kauai Community College focused its plan on establishing a state-of-the-art language laboratory. The college had received a Title III grant to obtain equipment for the laboratory and required guidance in making the appropriate purchases. Maui Community College focused on incorporating the use of its Skybridge interactive television system to teach Hawaiian 101 at distant and remote campuses.

Approach

Kauai Community College purchased computer hardware, software and furniture for its newly designated language laboratory. Their original Title III plan called for audio tape decks. Team members Molly Summers and Gerald Browne researched the appropriate hardware to complement the equipment already owned by the college and to select the most useful software packages.

In order to make use of interactive television to teach the Hawaiian language, the first step Maui Community College took was to train a language instructor in electronic classroom technology and teaching techniques. Team member Ki'ope Raymond modified curriculum and classroom materials to accommodate the needs of distance learning classrooms. Each outreach site was prepared for instruction, including appropriate supplementary classroom materials, computer software, and e-mail and bulletin board links.

Mentor Dan Rivas' site visit to each campus in September allowed team members to benefit from his insights on their accomplishments and his suggestions for obtaining funding to continue the work they began through the AACC project. The importance of ongoing efforts to improve Hawaiian and foreign language education was discussed at meetings with Hawaiian language instructors and college administrators.

Results

At Kauai Community College, existing computer equipment was incorporated in the laboratory resulting in a ten-station CD-ROM environment. The network server is capable of running five programs simultaneously to allow students to work on different languages at the same time. The laboratory is located in the college learning resource center, and, while open to all students, language students are given priority.

Maui Community College began offering Hawaiian 101 via Skybridge in Fall 1994. Preliminary feedback from students at both the outreach and origination sites indicated that learning is taking place at the appropriate pace for this course. Some technical difficulties in managing the equipment and some limitations of the system have been revealed. The team is currently investigating options for modifying or upgrading the system.

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KINGSBOROUGH COMMUNITY COLLEGE
BROOKLYN, NY
Working on Articulation, Placement, and Survival Skills

Background

Kingsborough Community College, the largest two-year institution in the City University of New York, was established in 1964. The college serves a diverse population of 15,500 credit students. Two-thirds of the students who take language courses take Spanish.

French, German, Hebrew, Italian, and Yiddish are also offered. In addition to basic-through-intermediate grammar, literature and conversation courses, the college offers career-oriented courses in the fields of secretarial skills, educational paraprofessional, nursing, and early childhood education.

Plan

Kingsborough Community College developed an action plan to address two issues in foreign language education—increasing the effectiveness of basic level courses and articulating with high school and four-year institutions. To provide students with more practical language skills, the team decided to infuse a survival skills component in first year Spanish courses. To address the issue of articulation and placement, the team focused on improving data gathering and testing procedures. Information about the language skills of incoming Kingsborough Community College students had been far from comprehensive. If accurate information on these students could be gathered through high school records and placement tests, the department would be able to place them effectively. This information would also assist the foreign language department members in determining how to better articulate with their local secondary schools.

Approach

Release time was secured for team member Robert Cabat to develop the survival skills component for *Spanish I and II*. He worked on modifying course syllabi to accommodate four survival skills modules on the following topics: obtaining basic information, effective use of the telephone, giving directions to pedestrians and drivers, and interacting with Spanish-speaking customers in a retail setting. Each module consisted of basic dialogue, explanatory notes, vocabulary expansion, and a series of exercises. The exercises for the first module, obtaining basic information, include interviews conducted with native Spanish speakers.

Team members Julio Hernandez-Miyares and Robert Cabat updated and simplified the foreign language questionnaire given to all incoming students. They also prepared a new placement examination for students who have achieved linguistic skills in a non-academic environment. Team member Fred Malamet also worked to improve student placement. He began the process to set up a system whereby the college would have access to students' grades for the Regents Foreign Language examination and to open the lines of communication between Kingsborough Community College and the New York City high schools.

Results

Students reacted positively to the incorporation of survival skills in the Spanish curriculum, particularly the practical aspects of the new units and the interesting variety of exercises. Field testing of the modules took place throughout the 1994-95 academic year, with plans to make them a permanent part of the Spanish curriculum in Fall 1995. Carmen Salazar, Kingsborough Community College's mentor, observed a class in which the new curriculum was being taught and participated in a post-observation evaluation conference at which modifications to the curriculum were discussed. During a meeting with Salazar the college administration reaffirmed its commitment to support continued foreign language department improvement activities.

A new version of the foreign language questionnaire was given to incoming students in Fall 1994, enabling the department to assign students to the proper foreign language class with greater accuracy than before. Also, use of the revised version of the placement test for students with native language experience allowed the department to effectively place these students.

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KIRKWOOD COMMUNITY COLLEGE
CEDAR RAPIDS, IA
Enhancing Foreign Language Education Through Proficiency Standards

Background

Kirkwood Community College, established in 1966, currently enrolls close to 10,000 credit students. The foreign language department regularly offers first and second year classes in French and Spanish, and occasionally offers first year German. Courses are taught in standard classrooms enhanced by the use of videotapes and videodiscs, and through a telecommunications system that provides distance education to a seven county service area. Faculty also have access to a multipurpose computer classroom one day a week.

Faculty members engage in cross-cultural simulations at the Monoculturalism Can Be Cured *workshop.*

Plan

The Kirkwood Community College team of Rhonda Kekke, Jaime Padilla, and Susan Skoglund developed an action plan to address the need for establishing proficiency goals and standards, increasing enrollment, and incorporating authentic foreign language experiences in the classroom. Activities included holding a proficiency workshop, collaborating with the college library staff and art faculty to obtain new technology and materials, and promoting Kirkwood Community College's foreign language offerings to the student body and Cedar Rapids community.

Approach

New proficiency goals and standards were drafted by the college team and then circulated to the foreign language faculty at large for their input. Mentor Bette Hirsch

reviewed the team's progress and made suggestions on the proficiency-based outcomes during her site visit in May 1994. Hirsch also gave a two-hour workshop on teaching for proficiency for the college's foreign language faculty. A second workshop, lead by Hirsch and titled *Proficiency-Based Instruction in Foreign Languages,* was broadcast to high school teachers via *EduTrac*, a telecommunications system that links the seven counties served by Kirkwood Community College through two-way audio and video transmissions. In collaboration with library staff and art faculty, the team successfully approached the Kirkwood Foundation Major Gifts Committee for a new multimedia workstation. Newspaper advertisements were placed promoting the college's intensive summer language program.

Results

The foreign language curriculum at Kirkwood Community College has now been converted to proficiency-based instruction using the American Council on the Teaching of Foreign Languages (ACTFL) guidelines to set exit expectations. Final versions of the proficiency standards were implemented in Fall 1994 throughout the department. The standards were also shared with Kirkwood Community College's transfer institutions. The new multimedia workstation was installed in the library enabling staff to test new materials and to increase student access to authentic foreign language resources. In January 1995, the Kirkwood Community College team launched its *Conversation Partners* program at a one-day faculty development workshop, *Monoculturalism Can Be Cured.* The program provides ESL and foreign language students opportunities to interact in a foreign language. The approach fosters understanding among students. The pilot involved two foreign language classes (French and Spanish) and four ESL classes. It will continue as a permanent part of the foreign language curriculum. The team is pleased to report that enrollments in foreign language courses is up significantly, due, in part, to advertising and recruitment efforts.

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LONG BEACH CITY COLLEGE
LONG BEACH, CA
Designing a New Sequence of Spanish for Spanish Speakers *Courses*

Background

Long Beach City College was established in 1927 and currently serves over 23,500 credit students. The college has a large foreign language department that offers instruction in Chinese, French, German, Italian, Japanese, and Spanish. All courses are taught for proficiency. In addition to standard transfer level courses in French, German, and Spanish, the department offers foreign language certificates for advanced study. Study and work abroad programs are arranged for students enrolled in French, German, and Spanish.

Plan

Long Beach City College's action plan focused on three items: designing a course sequence for native Spanish speakers; gathering, evaluating, and preparing instructional materials; and, developing effective placement tests. The first course in the new sequence will be offered in Spring 1995.

Approach

The team began its research by sending three Spanish instructors to a seminar, *Teaching Spanish to Native Speakers in the U.S.*, at the University of California at Davis. Upon their return, the Spanish faculty members shared the information gathered at the seminar through an in-service workshop for foreign language faculty. The team also conducted research to find a workable placement testing protocol, evaluating the American Council on the Teaching of Foreign Languages (ACTFL) proficiency scales and the student oral language observation matrix. The student self-assessment and instructor evaluation materials developed by the Greenfield Community College (MA) team during the first year of *Improving Foreign Language Education at Community Colleges* proved extremely helpful.

On the occasion of mentor Fé Brittain's site visit, the Long Beach Community College team conducted several outreach activities. First, Brittain met with a group of senior level administrators to promote the foreign language action plan and to communicate the need for their continued support. Secondly, Brittain spoke at a luncheon attended by foreign language instructors and other faculty. Her address described the changes taking place in foreign language education nationwide and the need for integrated and interdisciplinary approaches to teaching foreign

languages. Finally, Brittain addressed the college's board of trustees. She spoke about the college's foreign language action plan, the team's accomplishments, and the importance of maintaining ongoing support for their improvement activities.

Results

Material and outlines for two sequential *Spanish for Spanish Speakers* courses were completed and formally presented to the college curriculum committee. The committee approved both courses, the first of which will be offered in Spring 1995. Course effectiveness will be evaluated based on a portfolio assessment of the students' progress halfway through the course and at the end of the semester. The team communicated information about the new courses to the Long Beach Unified School District at a joint articulation meeting. The college draws most of its incoming students from this school district. The team continues to work on the development of appropriate placement tests.

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MADISON AREA TECHNICAL COLLEGE
MADISON, WI
Emphasizing Proficiency Standards and Proficiency Materials to Enhance Foreign Language Education

Background

Established in 1912, Madison Area Technical College currently enrolls more than 19,000 credit students. The college offers both credit and non-credit foreign language programs. The degree program offers instruction in French and Spanish and serves both transfer students and those who desire language proficiency for technical, occupational, and professional careers. The non-credit program serves adult, part-time learners seeking to improve their foreign language abilities. The program provides basic conversational and cultural skills in nine languages at fourteen locations. All programs foster both language proficiency and cultural understanding.

Plan

The Madison Area Technical College team formulated a three-part action plan to improve their foreign language program. The first component called for development of a comprehensive program based on proficiency; the second priority was to make this proficiency-based curriculum adaptable to all student learning needs and styles; and, third, the team proposed to create an articulation plan, provide teacher training in proficiency, and disseminate project information both internally and externally.

Approach

To meet the first priority, team members Fanchon Aragno, Rose Ann Findlen, and Jody Thrush reviewed and selected a new proficiency-oriented textbook for Spanish and developed proficiency-based outcomes for first and second semester Spanish. The team held meetings with the college's adjunct foreign language staff to solicit their contribution to the new outcomes. To meet its second priority, the team developed a peer-tutoring system that offered upper level Spanish students the opportunity to earn extra credit by assisting with weekly tutoring sessions. A manual was written for the student tutors to guide them in content and tutoring approaches. Each tutor also participated in a short orientation. To meet its third priority, the team hosted a teaching-for-proficiency workshop attended by college faculty and foreign language teachers from area public schools. The workshop was led by

mentor Bette Hirsch and was the focal point of her site visit. Not only did the workshop provide a professional development opportunity for participants, but also it initiated what has become an ongoing discussion on school-to-school and school-to-college articulation.

Results

The proficiency outcomes for Spanish have been implemented. Work continues, however, to develop more proficiency-based activities to meet student outcome expectations. The peer tutoring program is underway and will continue to be a feature of the foreign language department. The proficiency workshop was extremely well-attended and the department plans to offer more professional development opportunities. The increased visibility achieved by the foreign language department as a result of its participation in the AACC project led to the hiring of a second full-time Spanish instructor.

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MISSISSIPPI GULF COAST COMMUNITY COLLEGE
PERKINSTON, MS
Developing a Spanish Course for Law Enforcement Professionals

Background

Mississippi Gulf Coast Community College was established in 1925. It currently serves 9,950 credit students. The foreign language program now in place at the college consists of a sequence of four courses in French and Spanish. Many students enrolled in Spanish classes are criminal justice majors who are required to complete twelve hours of Spanish for transfer.

Plan

The Mississippi Gulf Coast Community College team developed an action plan to create a Spanish course for students in law enforcement. The team visualized a course that would contain a strong proficiency component, would emphasize cultural understanding, and would be geared to both students in the criminal justice program and to law enforcement officers working in the community. A three-fold growth in criminal justice majors over the past five years and the large numbers of law enforcement officers enrolled in existing Spanish courses lead the team to focus their efforts in this area.

Mississippi Gulf Coast Community College criminal justice majors enrolled in Survival Spanish for Law Enforcement.

Approach

The college team began by introducing the course they were planning to University of Southern Mississippi officials to ensure that it would be accepted for transfer to their criminal justice program. Team members Zoula Huffman, Margaret Andresen, Brenda Batey, and Kathleen Malone then reviewed teaching materials and participated in a workshop on teaching occupational Spanish led by mentor Sam Slick. Course curriculum was developed and the course was submitted to and approved by the curriculum committee. An important part of the course development process was the field work the team conducted with local law enforcement officers. Team members accompanied officers on patrol and made jail visits to familiarize themselves with the environment in which their students would use their new Spanish skills. Classroom exercises were adapted to include both occupation-specific vocabulary and real-life situations such as stopping a car on the highway and questioning the driver.

Results

The new course was taught for the first time in the fall semester 1994. Two sections of the course were offered at different locations. Participants in the course included criminal justice majors at the college and presently employed law enforcement officers. The criminal justice students will be able to transfer credits earned in the course to the University of Southern Mississippi criminal justice program. The team is working on accommodating scheduling conflicts so that law enforcement officers who work on varying shifts will be able to take the course.

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RIVERSIDE COMMUNITY COLLEGE
RIVERSIDE, CA
Establishing a Program in Professional Interpretation

Background

Riverside Community College opened its doors in 1916. The college's current enrollment stands at approximately 21,500 credit students. The foreign language department offers elementary and intermediate courses in French, German, Japanese, Korean, Russian, and Spanish. Committed to offering a flexible curriculum to serve its diverse and multicultural student population, the foreign language department recognizes the importance of incorporating new programs which accommodate all groups, including the large Hispanic student population.

Plan

The Riverside Community College team developed a plan to implement both an associate of science degree program and a certificate program in professional interpretation. The program would respond to the educational needs of the multicultural, multilingual population of Southern California, as well as to the employees of service institutions in the area such as hospitals, courts, and social service agencies.

Approach

Riverside Community College's original action plan focused specifically on court interpretation; however, the team recognized a wider need and modified its plan accordingly. The team approached interpretation professionals for their advice and support, placing two on a newly created professional interpretation advisory board assembled to give guidance to the project team. Team members Lisa Conyers, Kathryn Kelly and Richard Tworek also developed strong relationships with health care administrators in the area, local police agencies, and the U.S. Immigration and Naturalization Service (INS). The team's research incorporated field observations of these agencies, including an INS night border patrol tour on the Mexican border. It also conducted research to help develop course descriptions, outlines, syllabi and brochures. During his site visit in August 1994, mentor Sam Slick met with many of the key personnel and organizations involved in the project and helped to solidify ties between them and the team. Slick also gave the convocation keynote address at the Moreno Valley campus, site of Riverside Community College's Institute for Language and Culture.

Results

During the course of the project, the team broadened the originally planned associate of science degree in court interpretation to an associate of science degree in professional interpretation. The program will be implemented in Fall 1995 and will provide theory and practice, as well as three individual semester-length special topic modules. The modules are titled: *The Medical Professions*, *The Legal Professions*, and *International Business*. Each module will include a one-unit field observation component during which students will work at hospitals and clinics, courts and law enforcement agencies, and in business and industry. In addition to the degree and certificate programs, the team designed several short programs for monolingual professionals in the medical, legal and business fields which will be offered for continuing education credit once they have been approved.

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SAN ANTONIO COLLEGE
SAN ANTONIO, TX
Restructuring the Foreign Language Curriculum to Emphasize Proficiency-Based Instruction

Background

San Antonio College opened its doors in 1925, and today enrolls nearly 21,000 credit students, half of whom are Hispanic. The college's foreign language department is supported by the board of directors' vision statement which pledges to meet the needs of the multicultural community the college serves. The college has 2 + 2 articulation agreements in place with local public and private universities. The foreign language department regularly teaches seven languages: French, German, Japanese, Latin, Russian, Spanish, and ESL. Sixty-five percent of foreign language students are enrolled in Spanish.

Plan

The San Antonio College team developed a three-part plan concentrating on Spanish. The first component focused on revising curriculum to reflect the American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines. The second component aimed at providing training in proficiency-based instruction and evaluation to foreign language instructors. The third component addressed the need to increase the use of technology in foreign language classrooms at the college.

Approach

The team began by establishing a steering committee that included the chairpersons of each of the two levels for each major language and team members Marino de Leon and Ruth del Cueto. The committee's principle role is to assist the team to incorporate proficiency goals in the foreign language curriculum. Then, using the model presented by Tarrant County Junior College's (TX) Jane Harper and Madeleine Lively at the National Foreign Language Education Conference, new competency syllabi were established for each Spanish class including new proficiency goals, methods of instruction, course evaluation, and performance objectives. *Destinos*, a Spanish telecourse, was adopted for use in all first year Spanish classes. Team member Lewis Goerner secured 1995 budget funds to upgrade computers in the language laboratory and to purchase *Rosetta Stone*, a computer software package used in teaching French, German, Spanish, and ESL.

Mentor Dan Rivas conducted his site visit in August 1994. He met with the district chancellor and college president, both of whom indicated their full support for the team's work. Rivas also presented a workshop titled *Preparing our Students for the Global Economy* to forty faculty members from various disciplines. The workshop demonstrated ties between foreign language education and interaction in the global marketplace.

Results

The new competency syllabi have now been incorporated in all classes, including ESL. Work continues on the revision of final/exit exams, in spite of resistance within the foreign language department to changing present testing formats. The college has committed to upgrade the computer lab by adding CD-ROM capability and language software purchases. In-service training on the new text has been presented, with plans for training on the language lab underway.

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Marino de Leon, Professor of Languages

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Mentor: *Daniel Rivas*

SAN DIEGO MESA COLLEGE
San Diego, CA
Expanding Faculty Development Opportunities

Background

San Diego Mesa College was established in 1964 and currently enrolls more than 23,300 credit students. The language department offers programs in French, German, Italian, Latin, Portuguese, Spanish, and Asian languages. Spanish is the dominant language in the department, and consequently there are many specialized course offerings in Spanish, including *Spanish Civilization*, *Latin American Civilization*, *Medical Spanish*, and *Occupational Spanish*. The language department affirms that language instruction must encompass both language proficiency and cultural understanding in order to help students function in a multilinguistic, multicultural society.

San Diego Mesa team with college president Constance Carroll and members of the board of trustees following a presentation on their foreign language improvement activities.

Plan

The San Diego Mesa College team of Mary Willix, Francisca Rascón, and Wayman Johnson concentrated its efforts on supporting the language department in a number of areas, including providing faculty development opportunities, incorporating adjunct faculty more closely in the department, and creating both a language materials center and a language acquisition resource center. Finally, the team planned to increase faculty awareness and appreciation of the many diverse cultures represented in Southern California's pluralistic society.

Approach

The college team began its improvement efforts by holding a reception to honor the department's adjunct faculty. The language department numbers seventy full-time and adjunct faculty members. The reception served to unify and inspire the scattered faculty, share the department's evolving goals, and celebrate the languages and cultures represented in the department. Space for a language materials center was requested and approved by the college. The team visited the language acquisition centers at Southwestern College and San Diego State University to investigate and formulate ideas about the language acquisition center they wanted to create at San Diego Mesa College.

Mentor Madeleine Lively played a strong role in securing administrative support for the team's work. During her site visit in May 1994, she met with key decision-makers for curriculum and program development, participated in academic senate discussions on interdisciplinary articulation, and discussed long-range goals of the language department with the college president.

Results

San Diego Mesa College's language department offered two faculty development opportunities during the course of the AACC project: a workshop on oral proficiency and an interdisciplinary workshop titled *Multicultural Student Classroom Issues*. Lack of funding has slowed the development of the language acquisition center; however, efforts to obtain funding and research continue. The department will continue to hold workshops to enhance the professional growth of its members and to facilitate fact-finding trips by faculty to regional educational institutions.

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Mentor: *Madeleine Lively*

SOUTHWESTERN COLLEGE
CHULA VISTA, CA
Linking Foreign Language and ESL Through Joint Programs and a Language Acquisition Center

Background

Southwestern College was founded in 1961. The southernmost community college in San Diego County, Southwestern College serves a diverse student population of 16,000 credit students. The college's foreign language program offers beginning and intermediate instruction in French, Italian, Japanese, Spanish, and Tagalog. Additionally, the college is in the process of integrating its ESL program with the foreign language department. Because of its location, foreign language and second language acquisition is of great importance to Southwestern College's students.

Plan

The Southwestern College team developed a three-part plan to improve its foreign language program. First, the team recognized the need to provide faculty development, especially training in the use and management of the department's new language laboratory. Secondly, the team chose to promote selection of authentic language materials for use in Spanish and ESL classes. Finally, the team formulated a plan to pair ESL and Spanish students in the laboratory to enhance the learning process with real-life experiences.

Approach

Southwestern College's first faculty development activity took place in April 1994 when all ESL and foreign language faculty were trained in the new laboratory facilities. A second workshop led by Jane Harper and Madeleine Lively of Tarrant County Junior College (TX) was held in May 1994. The workshop introduced faculty to interactive laboratory and classroom activities that are adaptable to multiple instructional levels and the development and use of authentic materials in the classroom. Team member Cristina Chiriboga's proactive approach to funding was responsible for making the two workshops possible. Team members Patricia Kelly and Margarita Andrade developed a cultural exchange program and identified two classes, a beginning Spanish class and an intermediate ESL grammar class, to participate in the Fall 1995 pilot. The classes met together for an hour each week to discuss topics such as current events, interviewing skills and health issues. Classroom activities were enhanced by readings from *Zlata's Diary* and *Como Agua Para Chocolate*.

Results

The learning acquisition center is complete and fully operational. The facility is shared among the language department, ESL, vocational education, and business information systems departments. The only drawback is that there is limited technical support staff on hand. Mentor Fé Brittain addressed this issue in meetings with administrators during her August 1994 site visit; however, due to the difficult economic situation in California, external funding is necessary to improve this situation. Meanwhile, many full-time faculty members have provided assistance. In addition to the faculty workshop where authentic materials were discussed, other Southwestern College departments have been helpful in compiling materials. For example, campus health services provided Spanish and English brochures on a variety of health related topics. Except for some initial logistical problems with accommodating non-Spanish speaking ESL students and the reluctance of students to point out each other's mistakes and correct them, the cultural exchange program between the Spanish and ESL classes was a success. It was expanded to include an exchange between two evening classes. The team developed alternative activities for non-Spanish speaking students and will integrate tutoring training with the exchange program.

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Patricia Kelly, ESL Instructor
Margarita Andrade, Instructor of Spanish

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Mentor: *Fé Brittain*

TACOMA COMMUNITY COLLEGE
TACOMA, WA
Developing a Coordinated Language Studies Program

Background

Located in the Puget Sound region, Tacoma Community College opened its doors in 1965. Since then the student population has grown to nearly 7,000 credit students. The college offers first and second year sequences in Spanish, and the first year sequence in French, Japanese, and Russian. Second year Japanese is available through a collaborative effort between Tacoma Community College and two neighboring community colleges. The *Running Start* program allows motivated junior and senior level high school students to take college-level classes at the community college.

Tacoma Community College staff attend a Survival Spanish *course.*

Plan

Tacoma Community College's plan for improving foreign language education at the college consists of four components. First, the plan calls for the development and implementation of a Pacific Rim studies program. The second component is the creation of a program to provide basic Spanish language skills to occupational and vocational program students. Third, the plan addresses the need to provide basic Spanish skills to college faculty and staff. Finally, the plan targets the development of a coordinated studies program combining Spanish with another humanities discipline to enhance cultural awareness and sensitivity.

Approach

The team worked with the business division of the college to coordinate the Pacific Rim studies program that was opened to students beginning in Fall 1994. Meetings

between team members Katherine Hiyane-Brown, Gael Tower, and Montserrat Linkletter and the dean of occupational and continuing education yielded a concrete plan for the coordinated studies program. The program will combine the study of Spanish language and culture with the study of oral and written English. Extensive meetings also benefitted the implementation of the occupational/vocational Spanish course. The course was modified from its original version covering several occupational areas to focus solely on the medical professions. Additional occupation-specific Spanish courses, such as *Spanish for Law Enforcement Officers* and *Business Spanish,* will be added at a later date.

Results

The Pacific Rim studies program is now open to students. A college brochure advertising the program has been created that explains the program and its requirements. The program emphasizes the study of Japanese, Russian, and Spanish. *Medical Spanish* was offered in Fall 1994 and was followed by *Spanish for Administration of Justice* in Winter 1995. The first workshop series for faculty and staff took place in Fall 1994 over a five-week period. The target language was Spanish and participants received professional development credit for taking the workshop. The coordinated studies program was still undergoing the review process at the conclusion of the college's participation in the AACC project. The course will be offered in the fall quarter of 1995 under the theme *Different Dreams*, emphasizing the varied experiences of Mexican Americans, Cubans, and Latin Americans. Mentor Laura Walker joined the team in making a presentation on the team's foreign language program improvements at the October board of trustees meeting. She also shared with the board facts concerning the vital role of the community college in international studies and global education.

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Montserrat Linkletter, Instructor of Spanish

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Mentor: *Laura Walker*

WILBUR WRIGHT COLLEGE
CHICAGO, IL
Maximizing Use of Language Laboratory Facilities

Background

Wilbur Wright College was founded in 1934 as part of the City Colleges of Chicago system. Approximately 8,300 credit students attend the college. The college's foreign language department offers instruction in the following languages: French, German, Italian, Polish, Russian, and Spanish. The college recently moved to a new campus with a state-of-the-art language laboratory equipped with sophisticated audio and video resources, computer aided instruction, and a video recording studio.

Plan

Wilbur Wright College's team of Gloria Winslow, Terry Taylor, and Charles Guengerich focused its plan on enhancing the use of technology in the foreign language classroom. The team's first priority was to increase student access to

Wilbur Wright language laboratory assistant Steve Capodanno working with new foreign language computer program.

laboratory facilities. Secondly, the team sought to better integrate technology in the foreign language classroom. Other components of the plan included expanding campus awareness of foreign language offerings and adding new languages to the courses now offered at Wilbur Wright College.

Approach

Three student aides were hired to enable the department to make open laboratory hours available to students. Course syllabi for *Japanese 101-104* were prepared and approved by the college. Videos, audio cassettes and computer software were purchased for the language laboratory after extensive research into the range of available materials. Mentor Dan Rivas' site visit was scheduled during faculty development week in August 1994. He was a featured presenter at the opening session, speaking on the topic of *Preparing our Students for the Global Economy*.

Results

The department added *Japanese 101 and 102* to its course offerings beginning in Fall 1994, with *Japanese 103 and 104* to follow in later semesters. The addition of student aides to the language laboratory has been greatly beneficial, as they have been instrumental in the software testing process and in preparing the foreign language newsletter. The newsletter was published during Summer 1994. It was distributed to all foreign language students enrolled during Spring 1994 and to all college faculty. Rivas' presentation elevated college awareness of the importance of foreign language education in an increasingly global and multicultural society.

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Mentor: *Dan Rivas*

Part V

Special Topics in Foreign Language Education

- Teaching Occupational Spanish at Community Colleges: An Educational Priority for the 21st Century
  Sam L. Slick

- Technology in the Community College Foreign Language Curriculum
  David Herren

Teaching Occupational Spanish at Community Colleges: An Educational Priority for the 21st Century

BY SAM L. SLICK

There is a demographic revolution underway in our country...the arrival of millions of Spanish-speaking people to the United States and their inclusion in our society. These new arrivals, known by a variety of names (Latinos, Hispanics, Hispanos) come to the United States for compelling economic and political reasons. Now in its fourth decade, this revolution is of immense and dramatic proportions and has striking ramifications for the nation's community colleges.

It is a little recognized geographical fact that the U. S. - Mexico border is the longest border in the world separating two countries one of which belongs to the "First World" and the other to the "Third World." This unique phenomenon has occasioned an extraordinary mass migration of Spanish-speaking people from Mexico and most of the countries in Central America to the United States. In addition to the influx of Spanish-speakers across the border, there continues to be accelerated migration of Spanish-speaking people from the Caribbean to the southeastern and eastern United States, specifically Puerto Ricans, Cubans, and more recently large numbers of Dominicans.

Increasing Needs for Occupational Spanish

According to projections, Hispanics will continue to come to the United States in large numbers for at least the next twenty-five years and will become the dominant minority in the United States by the year 2010. The United States is already the fifth largest Spanish-speaking country in the world.

Unlike previous groups that assimilated in terms of both language and culture after one or two generations, many of these new arrivals find no particular need to function in English. In many parts of the country they can survive speaking only Spanish. Hispanics have access to Spanish television (including Latino MTV),

radio programs, newspapers, rental videos and stores that cater to Spanish-speaking customers. Thus, many new Hispanic arrivals will remain English-limited for the rest of their lives.

Obviously, the needs of large numbers of Spanish-speaking immigrants greatly impact the delivery of all social, medical, educational and other governmental services. Police departments, correctional facilities, schools, courts, and medical facilities often find it difficult to respond to these needs because of their inability to function in Spanish. And the providers of these services—nurses, doctors, police officers, legal assistants, paramedics, probation officers, to name just a few categories—did not undertake their careers with plans to become fluent in Spanish.

The situation that challenges many service agencies may be stated as follows: the United States needs large numbers of public and private personnel who can function in limited but effective occupational Spanish in order to cope with an ever-increasing Spanish-speaking population. But to prepare large numbers of people in occupational Spanish requires special classes and new methods, and the institution most likely to offer this kind of instruction in Spanish is the community college. Indeed, the community college, because of its experience in real-world applications of learning, coupled with its vocational and technical programming, houses the obvious platform for such an undertaking.

Providing Language Instruction and Cross-cultural Studies

What should instruction in occupational Spanish be like? In my judgement it should embrace two separate but closely tied topics: limited Spanish language instruction and cross-cultural studies. Limited instruction in Spanish should be proficiency driven and should focus on specific, oral-aural, work-related Spanish, forsaking the traditional skills of reading, writing, and grammar. Such Spanish courses should be field-specific. Thus, there should be courses in police Spanish, medical Spanish, correctional Spanish, and so forth.

Customized Spanish courses allow professionals to make quick and impressive advances in the language they need in order to function in their job. This is primarily because their instructional program focuses strictly on work language and not traditional college Spanish that aims to prepare students in the whole language. While this training does not prepare Anglo police officers to discuss last week's family picnic in Spanish, it does allow them to aid a victim or arrest and book a criminal in Spanish. Similarly, emergency room personnel are able to diagnose, take histories and give orders to injured or ill people, but not discuss their favorite movie with their patients.

The other component of occupational Spanish should consist of cross-cultural studies. In order to function effectively with Latino populations, one must have an understanding beyond spoken language. Anyone providing services to the Latino community should possess a sound understanding of Hispanic belief systems, family structures, and attitudes toward time, space, authority, education, health, and work. They should understand the social, historical, and philosophical forces and organizing principles that shape Hispanic thoughts and actions. Such cross-cultural training involves infusing a strong humanities component (interpreted broadly to include various social sciences) into the program.

By blending humanities-based cross-cultural training with appropriately focused occupational Spanish instruction, the community college can respond to society's need to deal effectively, efficiently and compassionately with our large and growing Hispanic population. In doing so, the community college once again will demonstrate its very substantial capacity to meet this country's constantly changing educational needs and agenda.

Sam L. Slick is professor of Spanish and chair of the department of foreign languages and literatures at the University of Southern Mississippi. He served as a mentor for the Improving Foreign Language Education at Community Colleges *project specializing in teaching occupational Spanish.*

TECHNOLOGY IN THE COMMUNITY COLLEGE CURRICULUM

BY DAVID HERREN

Well-publicized advances in technology have raised the expectations placed by college administrators on community college faculty. Commonly used terms such as *multimedia*, *hypermedia*, and the *information superhighway* are used by many administrators when describing how community colleges might position themselves to face the challenges of the next generation. The fact that much of the press coverage of these advances minimizes attention to details is often lost on the public—the real barriers are only discovered once a commitment has been made. Fortunately, the errors in this thinking are typically discovered early in the process.

This aside, we, as educators, must begin to investigate ways in which we can incorporate technology into our curriculum, and it behooves us to conduct the largest portion of this investigation. It has been said that if educators do not enter the field soon and with vigor, commercial enterprises will produce poorly conceived but commercially flashy materials. The question then becomes one of reducing the barriers to entry into this field. How do we do this, while remaining loyal to our pedagogical goals, with existing course loads?

Defining the Problem

The perfect textbook has yet to be written. We all know that substitutions will need to be made, explanations supplemented, and material deleted. A textbook, with multiple entry and exit points, is easy to adapt. Software, on the other hand, is only rarely easy to modify to fit the curriculum in question. Too often there exists only a single entry point, forcing the learner to cover material irrelevant to them. A vocabulary inconsistent with the vocabulary of the learner's own curriculum is another classic example of the problem and it is a rare piece of software which allows the instructor to redefine the vocabulary to be used. Thus, it is typically early in the process when faculty begin to ask for tools and capabilities rarely supplied by commercial software.

Software authoring systems are available for faculty to develop their own materials, however few faculty have the time and/or training to go this route. So how do we

reduce the technological barriers, allow faculty considerable pedagogical flexibility, and produce materials of a quality sufficient for continued support? These are the issues faced by many community colleges. Enter the template—a solution being used by Daytona Beach Community College in Florida and Holyoke Community College in Massachusetts, two of the community colleges participating in the *Improving Foreign Language Education* project.

What is a Template?

A template is simply a computer-based form which is filled out to produce the desired results. We are all familiar with the process of completing a form, and, with the fact that we must select the correct form to achieve the desired results. A template in this sense, then, is a form into which the instructor places information required to produce a specific type of lesson. An extremely simple example of this might be a template for producing vocabulary and pronunication exercises. The instructor selects and fills in the vocabulary, possibly a context sentence, and records the pronuciation of that vocabulary. The template then handles all the details of recording the digital audio, presenting the material to the learner, and checking the learner's progress along the way, freeing the instructor from programming the computer. Other examples might include a template designed to produce dictation and/or supplement exercises using commonly available audio compact discs as source material.

The Advantages to Template-Based Development

Clearly, increased efficiency and higher quality materials result from using a template approach. What may not be immediately apparent is that using a template provides the faculty member with invaluable computer experience for investigating technology further. Motivated but inexperienced faculty (and administrators) often have unrealistic expectations of what the technology can do and once they learn the realities of the situation, they are often discouraged and lose confidence in the technology. The introduction of template-based development can encourage faculty and give them hard results upon which to base their expectations. This also facilitates the inclusion of a larger percentage of the faculty, further increasing the likelihood of success.

One common difficulty faced by community college faculty has to do with the number of contact hours allowed in the community college curriculum. How can technology be used to maximize genuine human interaction in this environment? The template can play an important role here by removing from the classroom many rote activities including vocabulary building and testing, remedial review, and comprehension exercises. These activities can be performed at the student's own

pace outside of class, thereby freeing classroom time for interpersonal communication. Further, many community colleges provide foreign language instruction in a distance learning setting and computer-based materials can, with proper design and forethought, be easily delivered through remote access networks to multiple campuses, or, to the learner's home.

Conclusions

There are many challenges facing community colleges as we enter a new technological era. Increasingly, community colleges are being called upon to prepare learners to compete in the global marketplace.

Language education is perhaps the fulcrum upon which the very success of this country in the global marketplace may be balanced. If we are to succeed, technology will become an increasingly important tool for improving our efficiency. Adopting a template-based strategy is an easy way for community colleges to enter this field and maximize the use of technology in foreign language education efforts.

David Herren is special assistant to the vice president for foreign languages and director of the language schools at Middlebury College. He also served as a mentor for the Improving Foreign Language Education at Community Colleges *project, specializing in the use of technology in the foreign language classroom.*

Part VI

APPENDICES

- Participating Community Colleges: Year One and Year Two
- Map: Participating Community Colleges
- AACC Foreign Language Education Policy Statement

Participating Community Colleges

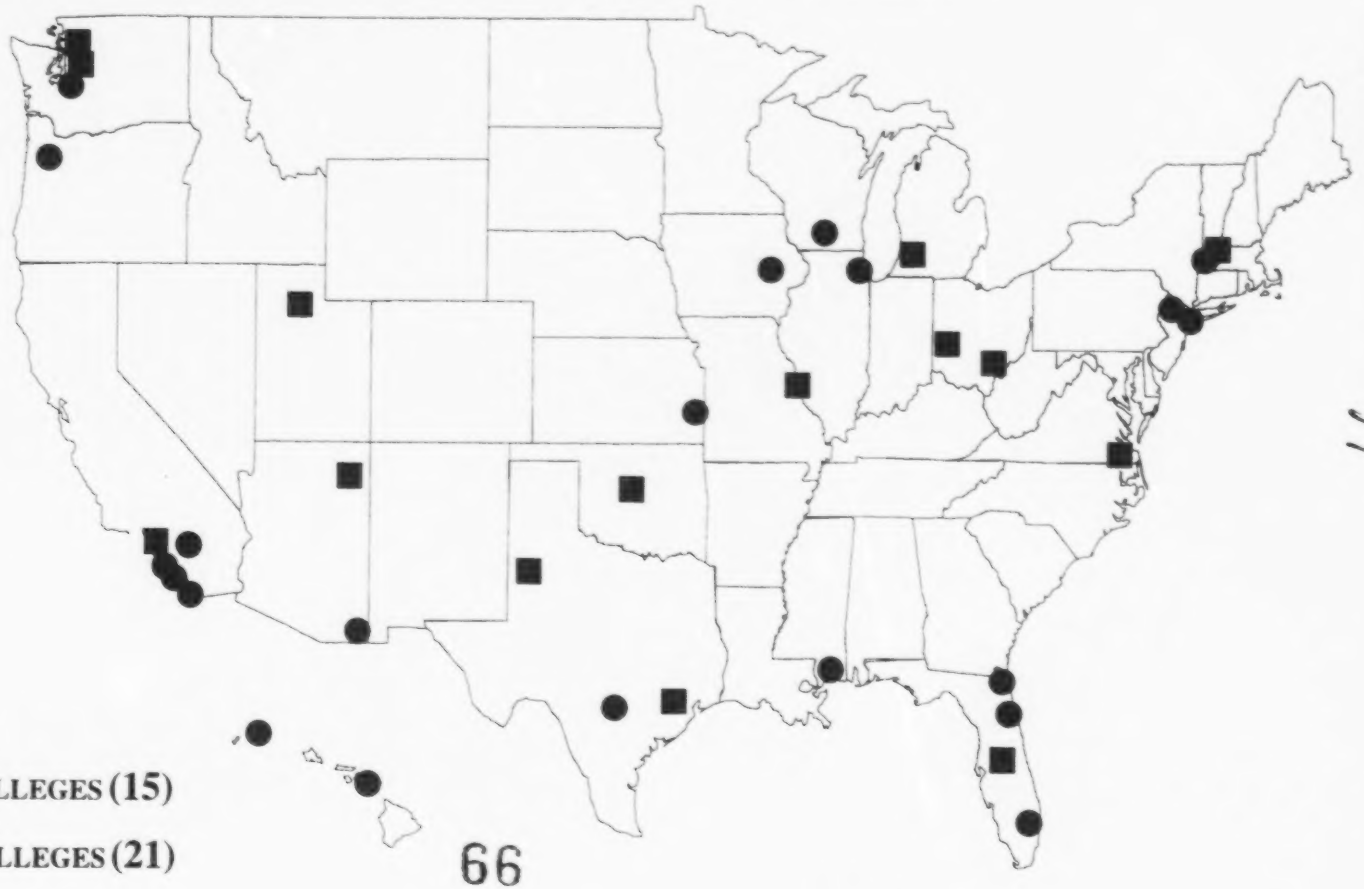
Year One:

- **Clark State Community College**, Springfield, OH
- **Greenfield Community College**, Greenfield, MA
- **Houston Community College System**, Houston, TX
- **Kalamazoo Valley Community College**, Kalamazoo, MI
- **Mt. San Antonio Community College**, Walnut, CA
- **Navajo Community College**, Tsaile, AZ
- **Oklahoma City Community College**, Oklahoma City, OK
- **Polk Community College**, Winter Haven, FL
- **Salt Lake Community College**, Salt Lake City, UT
- **Shoreline Community College**, Seattle, WA
- **South Plains College**, Levelland, TX
- **St. Louis Community College**, St. Louis, MO
- **Tidewater Community College**, Virginia Beach, VA
- **Washington State Community College**, Marietta, OH
- **Whatcom Community College**, Bellingham, WA

Year Two:

- **Broward Community College**, Fort Lauderdale, FL
- **Chemeketa Community College**, Salem, OR
- **Cochise College**, Douglas, AZ
- **County College of Morris**, Randolph, NJ
- **Daytona Beach Community College,** Daytona Beach, FL
- **Florida Community College at Jacksonville,** Jacksonville, FL
- **Fort Scott Community College**, Fort Scott, KS
- **Holyoke Community College**, Holyoke, MA
- **Kauai and Maui Community Colleges,** Kauai and Kahului, HI
- **Kingsborough Community College**, Brooklyn, NY
- **Kirkwood Community College,** Cedar Rapids, IA
- **Long Beach City College,** Long Beach, CA
- **Madison Area Technical College**, Madison, WI
- **Mississippi Gulf Coast Community College**, Perkinston, MS
- **Riverside Community College**, Riverside, CA
- **San Antonio College,** San Antonio, TX
- **San Diego Mesa College,** San Diego, CA
- **Southwestern College,** Chula Vista, CA
- **Tacoma Community College,** Tacoma, WA
- **Wilbur Wright College,** Chicago, IL

IMPROVING FOREIGN LANGUAGE EDUCATION AT COMMUNITY COLLEGES:
PARTICIPATING COMMUNITY COLLEGES



■ YEAR ONE COLLEGES (15)

● YEAR TWO COLLEGES (21)

FOREIGN LANGUAGE EDUCATION POLICY STATEMENT

THE STUDY OF FOREIGN LANGUAGES AT COMMUNITY, TECHNICAL, AND JUNIOR COLLEGES

I. FOREIGN LANGUAGE EDUCATION: A NATIONAL PRIORITY

Foreign language education has become a national priority. Leaders from many sectors of American society—federal, state, and local governments, the business and corporate sector, labor and education—insist that foreign language instruction must be an essential part of the education of citizens for today's and tomorrow's increasingly interdependent world. Elected officials, economists, cultural leaders, corporate executives and educators at all levels are concerned about an America whose citizens cannot understand, converse or do business in a multi-linguistic world—a world in which global cooperation and peace depend not only on sound policy, but on effective communication. These leaders recognize that the ability to read, write, speak and comprehend the language of other peoples, as well as the ability to understand both one's own heritage and the culture of other peoples, has the power to transform rivalries and competition into partnerships and cooperation.

For a host of compelling reasons, which resound in the many national reports published on this subject, our country's education sector is being called upon to respond by preparing students to understand and communicate in today's rapidly changing world. This policy statement aims to assist community college educators to meet considerable challenge of making foreign language education a national priority.

Meeting the Challenge Through Language Proficiency and Cultural Understanding

The approach that educators take to meeting the challenge must be two-fold: language instruction must encompass both language proficiency and cultural understanding. By achieving both language proficiency and cultural understanding learners gain insight into the cultures of other peoples, understand better their own language heritage and culture, and can expand their career opportunities in ways that otherwise would not be accessible. To pursue one without the other leaves learners unprepared for today's opportunities and challenges, as well as ill-equipped to perceive themselves as one part of the world's varied cultures.

To be proficient in a language requires that one know more than words and grammar; one must know how to read, write, speak, and comprehend at effective levels. Cultural understanding requires that students study the history, literature, philosophy and arts, as well as the modes and rituals of everyday life of other peoples. These two approaches go hand-in-hand.

For these reasons, effective foreign language instruction must be inextricably linked to the goals of a general education and particularly to the study of humanities. The study of foreign languages within the context of a general education and the humanities enables students to reflect on and understand concepts of self and society through different eyes.

Equal attention must also be given to language proficiency. Despite keen current interest at all educational levels in global education, educators often fail to incorporate the study of foreign languages themselves into these programs. Students cannot fully appreciate the people and cultures across or within borders without some competency in the languages they speak. Students cannot understand their cultural ancestors without knowing about the languages they spoke. Students and their future employers cannot hope to thrive in a world where competitors hold the linguistic keys to success.

Therefore the nation's educational institutions must meet the challenge of providing effective and responsive foreign language instruction—instruction that encompasses both language proficiency and cultural understanding.

II. Foreign Language Education: A Critical Responsibility For Community, Technical, and Junior Colleges

The nation's community, technical, and junior colleges must make profound commitments now to this national priority. Community colleges, more than any other sector of higher education, are serving those segments of our population most in need of foreign language education. Among these are:

- the increasing number of students who are taking the first two years of the baccalaureate degree at community colleges before transferring to four year institutions;
- students who need foreign language proficiency for technical, occupational and professional careers; and
- adult part-time learners who seek to improve their foreign language abilities.

It must be emphasized that the study of other languages is no longer the sole

province of transfer students and foreign language majors; it is an indispensable tool of modern life and should be a part of every community college student's education. Community colleges have been historically touted for their flexibility, their pioneering talents, and their ability to respond to the needs of non-traditional learners. These institutions must now mobilize these capacities to make foreign language acquisition a priority for all their students.

It should be noted that many innovative and academically rigorous language education programs are already in place at the nation's two year colleges and available for replication. Among these are:

- foreign language certificate programs
- intensive immersion programs on campus, in the community and through study-abroad
- literature-based foreign language programs
- foreign language across-the-curriculum programs
- media-enhanced foreign language programs
- programs of instruction in less commonly taught languages
- programs in American native languages and cultural studies
- programs that infuse ancient languages, such as Latin and Greek, into cultural heritage studies

With vision and planning, language study can become a significant component of the community college curriculum. Unlike colleagues at four-year colleges, where upper-level literature courses, graduate programs, and critical study are driven by the specialized interests of faculty members, community college faculty have the capacity to combine basic foreign language instruction with cultural education in customized courses, special programs, and the full spectrum of credit/non-credit continuing education and community service programs. Community college faculty know their student constituencies and can shape language courses and programs to meet both particular and general needs.

The Need for Collaboration With Other Educational Sectors

No matter how well positioned and able community colleges may be to improve foreign language education, they cannot do so in a vacuum. Learning a language is a prodigious task. A meaningful level of foreign language proficiency cannot be achieved in a single course or even in a year of study. For example, one year of Japanese will not produce speakers to be competent conversationalists or readers capable of mastering technical journal articles. Three semesters of French at the college level will only begin to prepare students to read significant works of literature written in French.

Community colleges must assume a leadership role in working with elementary and secondary school systems and four-year colleges and universities to develop meaningful and long-term articulation with their foreign language programs. If language study is not encouraged and accepted as an integral part of the curriculum from grade school through the university level, the current failure of students to master second languages will continue.

Call To Action

The nation's community colleges must advance the study of foreign languages in a direction that will serve the educational needs of a diverse citizenry in the twenty-first century. Existing traditional models alone are not sufficient to serve the community college's non-traditional students, nor will they serve the increasing numbers of transfer students. A commitment on the part of the college leaders, the availability of adequate resources, campus-wide discussion and the setting of curricular and instructional priorities are precursors to the development of effective foreign language education in the community, technical, and junior colleges of the nation. The recommendations that follow are offered as guidelines for community colleges seeking to accomplish these goals.

III. Recommendations To Community College Leaders

Making Foreign Language Education a Priority

In order to create a campus climate in which foreign language education can flourish, commitment and support toward implementing the following recommendations must be declared and made public by the faculty and the highest policy and ad-ministrative bodies—trustees, presidents, academic deans, and other administrators.

Recommendation 1. The study of foreign languages should be highly recommended for all students, including those with academic goals other than a degree program.

Recommendation 2. Foreign language proficiency should be a requirement for those degree programs to which it is appropriate. To this end it is recommended that such degree-seeking students be required to demonstrate a minimum of "survival-level" proficiency in the four skill areas of speaking, reading, listening and writing. ("Survival level" proficiency is the minimum level at which students have the functional ability to ask and answer questions, to speak and write simply

about familiar situations in a present time frame, and to negotiate a simple interpersonal transaction.)

Recommendation 3. Foreign language programs should be administered and taught by qualified foreign language educators.

Recommendation 4. Each community college, with leadership from its faculty, should develop a comprehensive plan that identifies the purpose and methods of language instruction appropriate to the particular needs of that college's diverse constituency.

Strengthening Foreign Language Education

Foreign language education must be strengthened to engage students beyond the most basic level of language acquisition. Students must also understand and appreciate the cultural context in which other languages are spoken, read and written.

Recommendation 5. Educational policy concerning language education and the place of other languages in the two-year college curriculum should be framed within the context of an overall policy on the humanities in the liberal or general education program of study; foreign language education should not be considered in isolation, but rather must be an integral part of the overall college curriculum.

Recommendation 6. Community colleges should create teaching and learning environments conducive to successful foreign language education by being sensitive to class size, faculty teaching loads, the attainment of appropriate training for all faculty, and an appropriate balance between full-time and part-time faculty.

Recommendation 7. Foreign language instruction should broaden, and not compete with required humanities courses. Historical, literacy, philosophical, cultural and other works in the arts and humanities should be infused into all language courses and programs.

Recommendation 8. Community colleges should examine ways in which new technologies, used in conjunction with qualified foreign language educators, can enhance language instruction.

Recommendation 9. In addition to basic and intermediate level foreign language courses, community colleges should expand the scope of language study to include a broad range of diverse offerings such a languages across-the-curriculum programs; immersion experiences and enhanced study- abroad programs;

paired humanities/foreign language courses; cross-cultural institutes, workshops, and conferences.

Recommendation 10. Community colleges should enrich their foreign language programs by reaching out to their local community of native speakers, including those in professions, business and government agencies.

Strengthening Faculty Development

To encourage and assist language teachers in enhancing their scholarship, refining their teaching skills, and continuing in the profession, the following recommendations are offered;

Recommendation 11. Faculty development resources and external funds should be made available to help language faculty to:

- further their knowledge and proficiency;
- improve their teaching skills;
- design new programs;
- develop competency in oral proficiency assessment; and
- learn new applications of technology.

Recommendation 12. Full-time faculty, and where possible, part-time faculty, should be encouraged, supported, and rewarded for active involvement in scholarship and the activities of professional organizations which focus on the quality and improvement of language instruction.

Improving Articulation

Continuity in language learning is essential to effective foreign language education; it must take place throughout the educational process. Community colleges, serving as the link between high schools and four-year institutions, are well-positioned to address problems that now impede articulation.

Recommendation 13. Community colleges should take a leadership role in their service areas to build an alliance of elementary, secondary, two and four-year colleges, graduate schools, and other appropriate local bodies to address the full spectrum of articulation and continuity issues in language education.

Recommendation 14. Community colleges should initiate communication with four-year colleges and graduate schools in their service areas regarding teacher

education, so that these institutions can come to understand the instructional needs of the diverse two-year student body and develop better prepared teachers to meet those needs.

These recommendations, developed to make foreign language education a priority at community, technical, and junior colleges nationwide, should be circulated widely to boards of trustees, college administrators, legislative officials, and college faculty, as well as to public and private press and other media.

IV. Background

The American Association of Community Colleges (AACC) received funding from the National Endowment for the Humanities (NEH), to:

- address key issues related to foreign language instruction;
- make specific recommendations for improving foreign language education at community colleges.

To accomplish these purposes, AACC convened a two day foreign language education roundtable on February 9-10, 1992, co-chaired by David R. Pierce, president, AACC, and Diane U. Eisenberg, project co-director. Twenty-one participants, selected for their expertise and experience in language education and community college teaching and administration participated in the roundtable. They responded to a set of five specially prepared background papers on language education topics and developed a set of recommendations for community colleges. These recommendations were then submitted for review and refinement by community college leaders nationwide, prior to adoption by the AACC board of directors.

The recommendations presented herein are addressed to community college leaders—presidents, governing boards, faculty, administrators, and curriculum committees. Responsibility for place the importance of foreign language study before the college community and mobilizing activities in its support belongs to each community college president.

Adopted July 1992

AACC

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